

GRADE ONE

Here and Across the World

Standard 1-2: The student will demonstrate an understanding of home, school, and other settings across the world.

1-2.2 Compare the ways that people use land and natural resources in different settings across the world, including the conservation of natural resources and the actions that may harm the environment.

Taxonomy Level: B 2 Understand /Conceptual Knowledge

Previous/future knowledge: In Kindergarten (K-5.4) students recognized natural features of the environment, including mountains and bodies of water, through pictures, literature, and models. They will add to this knowledge in second grade (2-2.2) when they recognize characteristics of the local region, including its geographic features and natural resources and again in third grade (3-1.1) when students identify on a map the location and characteristics of significant physical features of South Carolina. Later in fourth grade (4-5.1) students will summarize the major expeditions and explorations that played a role in westward expansion and compare the geographic features of areas explored.

It is essential for students to know that natural resources are found in different settings across the world. Students should be able to compare ways people use land and resources differently. Students should understand that in many parts of the world basic resources, like food, clothing, shelter, education, health and sanitation, are scarce or even unavailable. Students should also understand that the kind of resources people use depends upon the natural environment in which they live. In industrialized countries environmental problems and conservation issues are generally related to industrialization and technological development. Students should learn examples of scarce natural resources and environmental degradation in different parts of the world. It is also essential for students to understand and compare examples of conservation efforts around the world.

It is not essential for students to know how governments around the world are involved in conservation or other environmental efforts. It is not essential for students to know about the laws that govern environmental issues around the world.

Assessment guidelines:

Appropriate assessment requires students to *compare* ways people use land and natural resources; therefore, the primary focus of assessment should be to detect ways that land and natural resources are used differently in different parts of the world. However, appropriate assessments should also require students to *identify* natural resources and to *explain* how human actions can harm the natural environment.